

# 5

Lin Zexu,  
Chinese official



## WITNESS HISTORY AUDIO

### Trading Opium for Tea

By the 1830s, British merchant ships were arriving in China loaded with opium to trade with the Chinese for tea. In 1839, Chinese government official Lin Zexu (lin DZUH shoo) wrote a letter to Britain's Queen Victoria condemning the practice:

“We have heard that in your own country opium is prohibited with the utmost strictness and severity—this is strong proof that you know full well how hurtful it is. . . . Since . . . you do not permit it to injure your own country, you ought not to have the injurious drug transferred to another country.”



Britain's Union Jack

**Focus Question** How did Western powers use diplomacy and war to gain power in Qing China?

## China and the New Imperialism

### Objectives

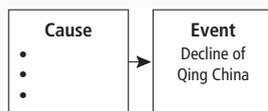
- Describe what trade rights Westerners sought in China.
- Explain the internal problems Chinese reformers tried to solve.
- Understand how the Qing dynasty fell.

### Terms, People, and Places

balance of trade	Taiping Rebellion
trade surplus	Sino-Japanese War
trade deficit	Open Door Policy
Opium War	Guang Xu
indemnity	Boxer Uprising
extraterritoriality	Sun Yixian

### Note Taking

**Reading Skill: Recognize Multiple Causes** As you read, create a flowchart like the one below in which you can record key events and developments that led to the decline of Qing China.



For centuries, Chinese regulations had ensured that China had a favorable **balance of trade** with other nations. A nation's balance of trade refers to the difference between how much a country imports and how much it exports. By the 1800s, however, Western nations were using their growing power to tilt the balance of trade with East Asia in their favor.

### Trade Between Britain and China

Prior to the 1800s, Chinese rulers placed strict limits on foreign traders. European merchants were restricted to a small area in southern China. China sold them silk, porcelain, and tea in exchange for gold and silver. Under this arrangement, China enjoyed a **trade surplus**, or exported more than it imported. Westerners, on the other hand, had a **trade deficit** with China, buying more from the Chinese than they sold to them.

By the late 1700s, two developments were underway that would transform China's relations with the Western world. First, China entered a period of decline. Second, the Industrial Revolution created a need for expanded markets for European goods. At the same time, it gave the West superior military power.

**The Opium War** During the late 1700s, British merchants began making huge profits by trading opium grown in India for Chinese tea, which was popular in Britain. Soon, many Chinese had become addicted to the drug. Silver flowed out of China in payment for the drug, disrupting the economy.

## SECTION 5 Step-by-Step Instruction

### Objectives

As you teach this section, keep students focused on the following objectives to help them answer the Section Focus Question and master core content.

- Describe what trade rights Westerners sought in China.
- Explain the internal problems Chinese reformers tried to solve.
- Understand how the Qing dynasty fell.

## Prepare to Read

### Build Background Knowledge L3

Ask students to recall the Qing dynasty's policies restricting trade with European nations. Have students predict what will happen when European imperialists turn toward China.

### Set a Purpose L3

- **WITNESS HISTORY** Read the selection aloud or play the audio.

 **WITNESS HISTORY Audio CD,**  
Trading Opium for Tea

Ask **Why do you think British traders introduced opium into China if it was prohibited in their own country?** (*Sample: Opium addiction would guarantee a market.*) Ask what the opium trade says about how the British viewed the Chinese.

- **Focus** Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. (*Answer appears with Section 5 Assessment answers.*)
- **Preview** Have students preview the Section Objectives and the list of Terms, People, and Places.
- **Note Taking** Have students read this section using the Guided Questioning strategy (TE, p. T20). As they read, have students fill in the flowchart listing the multiple causes of the decline of Qing China.

 **Reading and Note Taking**  
Study Guide, p. 222

## Vocabulary Builder

Use the information below and the following resources to teach the high-use word from this section.

 **Teaching Resources, Unit 5, p. 68; Teaching Resources, Skills Handbook, p. 3**

### High-Use Word

stipulate, p. 774

### Definition and Sample Sentence

v. to specifically demand something in an agreement  
As part of their truce, Jess **stipulated** that her sister could no longer borrow her clothes without asking.

## Teach

### Trade Between Britain and China/The Taiping Rebellion Weakens China

LE

#### Instruct

##### ■ Introduce: Vocabulary Builder

Have students read the Vocabulary Builder term and definition. Ask them to predict how the Western powers obtained treaties with China that **stipulated** favorable conditions. (*threat of force*)

- **Teach** Write *trade surplus*, *trade deficit*, and *balance of trade* on the board and ask students to define them. Ask students **What did British traders hope to achieve by continuing to trade opium?** (*They hoped to end the trade deficit and create huge profits.*) **What were the results of the Opium War?** (*China signed the first of several unequal treaties with Europe powers.*) **How did European powers take advantage of the Taiping Rebellion?** (*They continued to push for more influence in China.*)

- **Quick Activity** On the board, create three columns, labeled Causes, Events, and Effects of the Taiping Rebellion. Then have students use the Infographic on the Taiping Rebellion and the text to supply information for each column.

#### Independent Practice

Have students access **Web Code nap-2451** to take the **Geography Interactive Audio Guided Tour** and then answer the map skills questions in the text.

#### Monitor Progress

As students fill in their flowcharts, circulate to make sure they understand how the population explosion was a factor in the decline of the Qing dynasty. For a completed version of the flowchart, see

 **Note Taking Transparencies**, 164

#### Answer

- ✓ The British introduced opium; when the Chinese tried to stop the opium trade, the British responded with gunboats.

#### Vocabulary Builder

**stipulate**—(STIP yuh layt) *v.* to specifically demand something in an agreement

The Chinese government outlawed opium and executed Chinese drug dealers. They called on Britain to stop the trade. The British refused, insisting on the right of free trade.

In 1839, Chinese warships clashed with British merchants, triggering the **Opium War**. British gunboats, equipped with the latest in firepower, bombarded Chinese coastal and river ports. With outdated weapons and fighting methods, the Chinese were easily defeated.

**Unequal Treaties** In 1842, Britain made China accept the Treaty of Nanjing (NAHN jing). Britain received a huge **indemnity**, or payment for losses in the war. The British also gained the island of Hong Kong. China had to open five ports to foreign trade and grant British citizens in China **extraterritoriality**, the right to live under their own laws and be tried in their own courts.

The treaty was the first of a series of “unequal treaties” that forced China to make concessions to Western powers. A second war, lasting from 1856 to 1858, ended with France, Russia, and the United States pressuring China to sign treaties **stipulating** the opening of more ports to foreign trade and letting Christian missionaries preach in China.

- ✓ **Checkpoint** How did British trade with China trigger the Opium Wars?

### The Taiping Rebellion Weakens China

By the 1800s, the Qing dynasty was in decline. Irrigation systems and canals were poorly maintained, leading to massive flooding of the Huang valley. The population explosion that had begun a century earlier created hardship



**INFOGRAPHIC**

## Taiping Rebellion

Taiping Rebellion leader Hong Xiuquan (at right), was a village schoolteacher. Inspired by religious visions and Christian missionaries, he wanted to establish a “Heavenly Kingdom of Peace”—the Taiping. Hong endorsed ideas that Chinese leaders considered radical, including community ownership of property and the equality of women and men.

◀ Chinese coins c.1850

### Imperialism in China

**Spheres of Influence**

- British
- French
- German
- Japanese
- Russian
- Occupied by Russia, 1897–1905
- Occupied by Japan by 1905
- Main area of Taiping Rebellion

Miller Projection  
0 500 1000 mi  
0 500 1000 km

Map labels: RUSSIA, Manchuria, Sakhalin, Outer Mongolia, Inner Mongolia, Beijing, CHINA, Huang H, Yangtze R, Chongqing, Xiamen (Amoy), Fuzhou, Taiwan, KOREA, Lushun (Port Arthur), Qingdao (Tsingtao), Shanghai, Nagasaki, JAPAN, NEPAL, BHUTAN, BRITISH INDIA, Burma, SIAM, FRENCH INDOCHINA, Pacific Ocean, Bay of Bengal, Hong Kong (British), Macao (Portuguese), Canton, Ningbo, Vladivostok, 40°N, 20°N, 120°E, 140°E.

#### History Background

**Lin Zexu and the Opium Tea Party** Although China outlawed opium in 1729 and again in 1796, the British East India Company used its monopoly on opium growing in India to make enormous profits in China, where opium had ruinous effects. In 1838, Lin Zexu, a humane and just administrator, tried to stop the opium trade. Lin confined 350 foreign merchants in their trading houses until they signed an agreement

not to import opium. They refused to sign but were released when they turned over twenty thousand chests of opium. Lin dumped some 3 million pounds of opium into the sea and wrote a letter to Queen Victoria. The British, outraged, sent gunships, which quickly overwhelmed China’s antiquated defenses. Lin was blamed at first but later revered with monuments across China.

for China's peasants. An extravagant imperial court, tax evasion by the rich, and widespread official corruption added to the peasants' burden. As poverty and misery increased, peasants rebelled. The **Taiping Rebellion** (TY ping), which lasted from 1850 to 1864, was probably the most devastating peasant revolt in history. The leader, Hong Xiuquan (hong shyoo CHWAHN), called for an end to the hated Qing dynasty. The Taiping rebels won control of large parts of China and held out for 14 years. However, with the help of loyal regional governors and generals, the government crushed the rebellion.

The Taiping Rebellion almost toppled the Qing dynasty. It is estimated to have caused the deaths of between 20 million and 30 million Chinese. The Qing government survived, but it had to share power with regional commanders. During the rebellion, Europeans kept up pressure on China, and Russia seized lands in the north.

**✓ Checkpoint** How did the Taiping Rebellion and other internal problems weaken the Qing dynasty?

## Launching Reform Efforts

By the mid-1800s, educated Chinese were divided over the need to adopt Western ways. Most saw no reason for new industries because China's wealth and taxes came from land. Although Chinese merchants were allowed to do business, they were not seen as a source of prosperity.

Scholar-officials also disapproved of the ideas of Western missionaries, whose emphasis on individual choice challenged the Confucian order. They saw Western technology as dangerous, too, because it threatened Confucian ways that had served China successfully for so long.

**Geography Interactive**  
For: Audio guided tour  
Web Code: nap-2451

▼ Battle scene of the Taiping Rebellion

### Thinking Critically

- 1. Recognize Cause and Effect** How did conditions in China lead to the Taiping Rebellion?
- 2. Map Skills** Which regions were most greatly affected by the Taiping Rebellion?

## Connect to Our World

**Civic Responsibility** Britain's actions in India were debated in Britain's Parliament, and sometimes actions were taken to curb abuses. In China in the 1800s, there was no representative assembly to discuss the need for reforms, and a strong-willed emperor or empress could easily ignore the plight of peasants—even when they erupted into a rebellion that killed millions. In China today, citizens in good

standing may vote for representatives who then elect members of the National People's Congress. However, candidates must be approved by the leaders of the Communist Party of China, who hold the real power. The government keeps tight control over the media and discourages dissent. In 1989, the government responded to student demonstrations for democracy by turning the army on the demonstrators, killing thousands.

## Launching Reform Efforts

L3

### Instruct

- **Introduce** Point out that China's Confucian ideals had resulted in a successful government for more than 2,000 years. Ask **Why do you think China was so resistant to Western influence?** (*Sample: China's system had worked successfully for a very long time; they did not value new industry or merchants; and individualism and technology threatened Confucian ways.*) **What pushed China toward change?** (*losses in war*)
- **Teach** Ask **Who won the First Sino-Japanese war, and why?** (*The Japanese won because of its modern army.*) Using the Think-Write-Pair-Share strategy (TE, p. T23), ask students to respond to this question: **How did efforts at reform both help and hurt China?** (*Reforms led to some improvements, but also to more internal conflict.*)
- **Quick Activity** Display **Color Transparency 148: The Great Powers Divide China**. Ask students to identify the powers portrayed and explain what situation the cartoon is referring to. Then ask how the cartoonist views the great powers in China.  
 **Color Transparencies, 148**

### Independent Practice

**Primary Source** To help students better understand Chinese views on reform, have them read the excerpt from “Exhortation to Study” by Chang Chi-tung and complete the worksheet.

**All in One** Teaching Resources, Unit 5, p. 74

### Monitor Progress

To review this subsection, ask students to describe the viewpoints of conservatives such as Ci Xi and of reformers such as Guang Xu.

### Answers

- ✓ Years of turmoil, as well as power given to regional leaders, weakened the Qing dynasty and made China vulnerable to European encroachment.

### Thinking Critically

1. Living conditions for peasants worsened causing them to finally rise up under Hong Xiuquan's leadership.
2. areas of southeastern China

## The Qing Dynasty Falls L3

### Instruct

- **Introduce: Key Terms** Ask students to find the key term **Boxer Uprising** (in blue) in the text and describe what it was. Ask **What grievances did the Chinese have against foreigners?** (*opium addiction, the undermining of Chinese culture by missionaries, foreign control, foreign troops, loss of wealth*)
- **Teach** Ask **How did the Boxer Uprising bring about change in China?** (*Its failure forced even conservatives to agree to institute social and economic reforms.*) **What were the Three Principles of the People?** (*Sun Yixian's principles for a new China: nationalism, democracy, and livelihood.*) **What challenges faced Sun Yixian's new republic?** (*Sample: creating conditions for democracy and capitalism after thousands of years of empire and loss of wealth to Western powers*)
- **Analyzing the Visuals** Tell students to compare the photo of the Boxer rebel on this page with the photo of Sun Yixian on the next page. Ask students how their dress reflects different responses to Western culture.

### Independent Practice

Have students create a propaganda poster advocating change and representing the ideas of the Boxers, Chinese reformers, or Sun Yixian.

### Monitor Progress

Check Reading and Note Taking Study Guide entries for student understanding.

#### The Boxer Rebellion

Suffering from the effects of floods and famine, poverty, and foreign aggression, Boxers (below) participated in an anti-foreign movement. In 1900, some 140,000 Boxers attempted to drive Westerners out of China. An international force eventually put down the uprising. *Why were Westerners and Western influences a source of discontent for the Boxers?*



By the late 1800s, the empress Ci Xi (tsih shih) had gained power. A strong-willed ruler, she surrounded herself with advisors who were deeply committed to Confucian traditions.

**Self-Strengthening Movement** In the 1860s, reformers launched the “self-strengthening movement.” They imported Western technology, setting up factories to make modern weapons. They developed shipyards, railroads, mining, and light industry. The Chinese translated Western works on science, government, and the economy. However, the movement made limited progress because the government did not rally behind it.

**War With Japan** Meanwhile, the Western powers and nearby Japan moved rapidly ahead. Japan began to modernize after 1868. It then joined the Western imperialists in the competition for a global empire.

In 1894, Japanese pressure on China led to the **Sino-Japanese War**. It ended in disaster for China, with Japan gaining the island of Taiwan.

**Carving Spheres of Influence** The crushing defeat revealed China's weakness. Western powers moved swiftly to carve out spheres of influence along the Chinese coast. The British took the Chang River valley. The French acquired the territory near their colony of Indochina. Germany and Russia gained territory in northern China.

The United States, a longtime trader with the Chinese, did not take part in the carving up of China. It feared that European powers might shut out American merchants. A few years later, in 1899, it called for a policy to keep Chinese trade open to everyone on an equal basis. The imperial powers accepted the idea of an **Open Door Policy**, as it came to be called. No one, however, consulted the Chinese.

**Hundred Days of Reform** Defeated by Japan and humiliated by Westerners, Chinese reformers blamed conservative officials for not modernizing China. They urged conservative leaders to stop looking back at China's past and to modernize as Japan had.

In 1898, a young emperor, **Guang Xu** (gwahng shoo), launched the Hundred Days of Reform. New laws set out to modernize the civil service exams, streamline government, and encourage new industries. Reforms affected schools, the military, and the bureaucracy. Conservatives soon rallied against the reform effort. The emperor was imprisoned, and the aging empress Ci Xi reasserted control. Reformers fled for their lives.

✓ **Checkpoint** How did reformers try to solve China's internal problems?

## The Qing Dynasty Falls

As the century ended, China was in turmoil. Anger grew against Christian missionaries who threatened traditional Chinese Confucianism. The presence of foreign troops was another source of discontent. Protected by extraterritoriality, foreigners ignored Chinese laws and lived in their own communities.

**Boxer Uprising** Anti-foreign feeling finally exploded in the **Boxer Uprising**. In 1899, a group of Chinese had formed a secret society, the Righteous Harmonious Fists. Westerners watching them

### Differentiated

#### Instruction Solutions for All Learners

**L1** Special Needs **L2** Less Proficient Readers **L3** English Language Learners

Form students into pairs and ask them to create a timeline of the events in China covered in this section, starting with the beginning of the Opium War in 1839. Tell them to approach the task by skimming each heading, identifying its main idea, and jotting down any dates that are mentioned. They should then assemble their timelines using their notes.

Use the following resources to help students acquire basic skills:

➡ **Adapted Reading and Note Taking Study Guide**

- Adapted Note Taking Study Guide, p. 222
- Adapted Section Summary, p. 223

### Answers

- ✓ Reformers tried to modernize, incorporate Western technology, build industry, and streamline government.

**Caption** because they ignored Chinese laws and customs

train in the martial arts dubbed them Boxers. Their goal was to drive out the “foreign devils” who were polluting the land with their un-Chinese ways, strange buildings, machines, and telegraph lines.

In 1900, the Boxers attacked foreigners across China. In response, the Western powers and Japan organized a multinational force. This force crushed the Boxers and rescued foreigners besieged in Beijing. The empress Ci Xi had at first supported the Boxers but reversed her policy as they retreated.

**Aftermath of the Uprising** China once again had to make concessions to foreigners. The defeat, however, forced even Chinese conservatives to support Westernization. In a rush of reforms, China admitted women to schools and stressed science and mathematics in place of Confucian thought. More students were sent abroad to study.

China also expanded economically. Mining, shipping, railroads, banking, and exports of cash crops grew. Small-scale Chinese industry developed with the help of foreign capital. A Chinese business class emerged, and a new urban working class began to press for rights.

**Three Principles of the People** Although the Boxer Uprising failed, the flames of Chinese nationalism spread. Reformers wanted to strengthen China’s government. By the early 1900s, they had introduced a constitutional monarchy. Some reformers called for a republic.

A passionate spokesman for a Chinese republic was **Sun Yixian** (soon yee SHYAHN), also known as Sun Yat-sen. In the early 1900s, he organized the Revolutionary Alliance to rebuild China on “Three Principles of the People.” The first principle was nationalism, or freeing China from foreign domination. The second was democracy, or representative government. The third was livelihood, or economic security for all Chinese.

**Birth of a Republic** When Ci Xi died in 1908 and a two-year-old boy inherited the throne, China slipped into chaos. In 1911, uprisings in the provinces swiftly spread. Peasants, students, local warlords, and even court politicians helped topple the Qing dynasty.

In December 1911, Sun Yixian was named president of the new Chinese republic. The republic faced overwhelming problems and was almost constantly at war with itself or foreign invaders.

**Checkpoint** What caused the Qing dynasty to fall?

## 5 Assessment

### Terms, People, and Places

- For each term, person, or place listed at the beginning of the section, write a sentence explaining its significance.

### Note Taking

- Reading Skill: Recognize Multiple Causes** Use your completed flowchart to answer the Focus Question: How did Western powers use diplomacy and war to gain power in Qing China?

### Comprehension and Critical Thinking

- Draw Conclusions** How did Western powers gain greater trading rights in China?
- Summarize** (a) What internal problems threatened the Qing dynasty? (b) What were the goals of Chinese reformers?
- Synthesize Information** How was the Qing dynasty replaced by a republic?

## BIOGRAPHY

### Sun Yixian

Sun Yixian (1866–1925) was not born to power. His parents were poor farmers. Sun’s preparation for leadership came from his travels, education, and personal ambitions. In his teen years, he lived with his brother in Hawaii and attended British and American schools. Later on, he earned a medical degree.

Sun left his career in medicine to struggle against the Qing government. After a failed uprising in 1895, he went into exile. Sun visited many nations, seeking support against the Qing dynasty. When revolution erupted in China, Sun was in Denver, Colorado. He returned to China to begin his leading role in the new republic. **How did Sun’s background prepare him to lead?**



### Progress Monitoring Online

For: Self-quiz with vocabulary practice  
Web Code: naa-2451

### Writing About History

**Quick Write: Write a Conclusion** Before writing a persuasive essay, make a list of your arguments. In organizing the essay, it’s often a good idea to save your strongest argument for last. For practice, write a concluding paragraph for a persuasive essay that either supports or opposes internal reform efforts to Westernize China in the 1800s.

## Assess and Reteach

### Assess Progress

L3

- Have students complete the Section Assessment.
- Administer the Section Quiz.

**All in One** Teaching Resources, Unit 5, p. 67

- To further assess student understanding, use **Progress Monitoring Transparencies, 103**

### Reteach

L1 L2

If students need more instruction, have them read the section summary.

- Reading and Note Taking Study Guide, p. 223** (L1 L3)
- Adapted Reading and Note Taking Study Guide, p. 223** (L1 L2)
- Spanish Reading and Note Taking Study Guide, p. 223** (L1 L2)

### Extend

L4

Today, as China rapidly industrializes, it is flooding world markets with cheap industrial products. The United States has a record trade deficit with China. Have students research the issues and itemize how the trade deficit affects China’s relationship with Western countries.

## Answers

- The Boxer Rebellion led to greater Westernization, which led to nationalism, which combined with discontent and a weak emperor (a two-year-old) to topple the dynasty.

**BIOGRAPHY** It gave him access to ideas that he may not have otherwise discovered.

## Section 5 Assessment

- Sentences should reflect an understanding of each term, person, or place listed at the beginning of the section.
- Western powers used victories in several conflicts to seize more power and control over China.
- Western powers gained greater trading rights by using or threatening to use force.

- (a) poor administration, overpopulation, imperial extravagance and corruption, and tax evasion by the rich (b) Chinese reformers sought to modernize and Westernize the economy and government.
- The rise of nationalism and widespread discontent led to the overthrow of the Qing dynasty and creation of a republic.

### Writing About History

Responses should include a strong, carefully considered argument that clearly supports or opposes Chinese reform efforts in the 1800s.

For additional assessment, have students access **Progress Monitoring Online** at **Web Code naa-2451**.